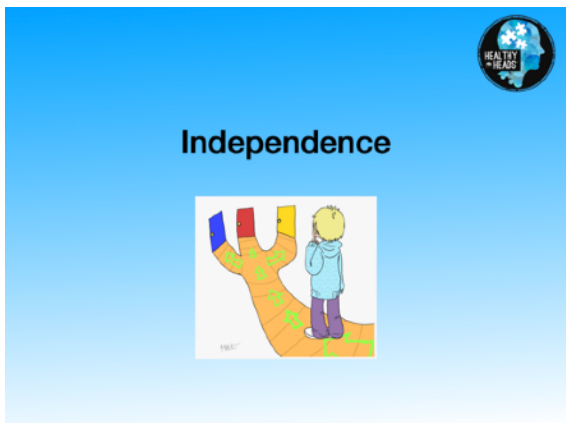





Healthy Heads Lesson Plan Independence - Year 3/4

- Our Aim:**
- I can understand what independence means
 - I can understand ways to be independent
 - I can demonstrate independence during physical activity

Lesson Topic: Independence	
Age: Year 3/4	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum: - About how to make informed choices - The kinds of change that happen in life	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: independence lesson presentation, Practical: floor markers, dodgeballs, beanbags	
Organisation/Diagrams	Teaching Points
	Introduce topic Set classroom expectations
	Share learning objectives

Theory

Independence

The ability to make decisions on your own



Having the confidence to do things by yourself

Share definitions of independence and explain to children why it's so important.

1. allows you to feel more confident
2. allows your life to run smoothly
3. enhances our self-esteem/self-belief

Task 1

Babies are not independent...



Who do they depend on?

What do they depend on their parents for?

Show image of babies and highlight that they are **DEPENDENT**

Ask: Who are they dependent on? [their parents, care givers, brothers, sisters *anyone who can care for them*]

What do they depend on their parents for?
[warmth, food/help with eating, shelter, love, water, clothes/getting dressed *EVERYTHING*]

Gather children's ideas and create class discussion.

Are toddlers independent...



Who do they depend on? What for?

She is becoming **INDEPENDENT**

Share slide 'becoming independent'


Present questions to class and prompt classroom discussion.

Ask: What is she dependent on her parents/carers for?

Gather children's responses

[cooking food-not eating it, warmth, clothes/some help with getting dress] highlight to children that some basic needs can be met by themselves.

You are resourceful and use everything around you to help you make good choices



You offer your help to others **You believe in yourself and feel confident**

You ask questions to gain a better understanding

When things get tricky you give up

You're unsure so you avoid it altogether **You don't want to get it wrong so you don't even attempt it**

You ask lots of questions which you already know the answer to **You think about the best decision and GO FOR IT**

Use the slide to present the learning characteristics.

Children sort them into the correct column.



independent	dependent
You are resourceful and use everything around you to help you make good choices	When things get tricky you give up
You offer your help to others	You're unsure so you avoid it altogether
You believe in yourself and feel confident	You don't want to get it wrong so you don't even attempt it
You ask questions to gain a better understanding	You ask lots of questions which you already know the answer to
You think about the best decision and GO FOR IT	

Present each answer and discuss.

What's important?



That we try be independent where possible and make decisions of our own



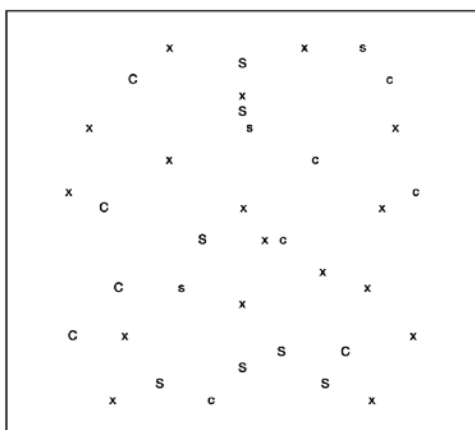
This will help us grow in confidence knowing that we can made good choices.



Prepare children for practical. Emphasise that children will practise risk taking and decision making during the practical.

Practical

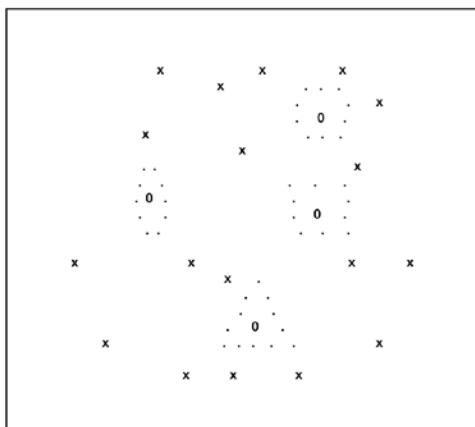
Activity 1 - Cups and Saucers



Key: u= cups (cone) n= saucers (cone) x= children

Children divided into two teams- cups and saucers. Cups must turn the cones so they are facing up, and cones must turn them so they are facing down. The team with the most cones facing their way wins.

Activity 2 – Island hop



Key: . - cones x - children O - animals

There will be a series of islands marked out of cones in the area. Within each island is an animal such as a dragon or a bear with a dodgeball. Children must run around trying to spend as much time as possible in the islands without being tug. If tug, they must return to the side of the area, wait for 10 seconds, then rejoin the game.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1- One person from each team is a guard. They will wear a bib and can tag someone from the opposite team with a dodgeball. If they succeed, that person must complete a lap of the area before joining back in.

Progression 2 – Add more guards to the game.

Teaching points:

Ask: How can you show independence during this activity?

Examples of correct answers:

- Make your own decisions about which cones to turn and who to tag.
- Try and beat personal best scores of how many cones turned over.

Progression 1 - Change the size of the islands and make them smaller.

Progression 2 - Add a second animal onto a larger island and offer double points for the other children in this area.

Teaching points:

Ask: How can you show independence during this activity?

Examples of correct answers:

- Make your own decisions about which island to run to, how long to stay there and where to enter.
- Can the animals be comfortable on an island by themselves?

